Massachusetts General Hospital School of Nursing

1964-1966

MASSACHUSETTS GENERAL HOSPITAL
SCHOOL OF NURSING

Boston, Massachusetts

1964-1966

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CALENDAR

First Quarter

Holiday	*Labor Day*
Affiliation Begins Boston Lying-in Hospital	*First Monday*
Affiliation Begins McLean Hospital	*First Monday*
Registration Entering Freshmen	*Tuesday, week after Labor Day*
Capping	*Second Thursday*
Commencement	*Second Friday*
Holiday	*Columbus Day*
Convocation	*Ether Day Week*
Holiday	*Veterans' Day*
Parents' Day for Juniors	*First Saturday, October and November*
Holiday	*Thanksgiving Day*

Second Quarter

Affiliation Begins Boston Lying-in Hospital	*First Monday*
Affiliation Begins McLean Hospital	*First Monday*
Candlelight Service	*Third Wednesday, December*
Christmas Vacation for Freshmen	*Christmas and New Year Weeks*
Holiday	*Christmas Day*
Holiday	*New Year's Day*
Holiday	*Washington's Birthday*

Third Quarter

Affiliation Begins Boston Lying-in Hospital	*First Monday*
Affiliation Begins McLean Hospital	*First Monday*
Holiday	*Patriots' Day*

Fourth Quarter

Affiliation Begins Boston Lying-in Hospital	*First Monday*
Affiliation Begins McLean Hospital	*First Monday*
Holiday	*Memorial Day*
Holiday	*Independence Day*
Summer Vacation for Freshmen	*Three Weeks — June or July*

Intersession

Orientation for Seniors	*Four Weeks*

1963-64	QUARTERS BEGIN	September 2nd; November 25th; February 17th; May 11th
	INTERSESSION	August 3rd
1964-65	QUARTERS BEGIN	August 31st; November 23rd; February 15th; May 10th
	INTERSESSION	August 2nd
1965-66	QUARTERS BEGIN	August 30th; November 22nd; February 14th; May 9th
	INTERSESSION	August 1st

FOREWORD

The choice of a school of nursing today should be made only after careful consideration of all types of educational opportunities in nursing, and after honest evaluation of the personal investment to be made in preparation for a career in nursing. Programs preparing for nursing range in length from fifteen months required by schools for practical nurses to two, three, four or more years required by schools for registered nurses. Investment in education is not only the monetary payment for tuition, it is a giving of time and the application of self to study and to the life of a student and an educated woman.

Types of programs for nursing education include programs of two years in length found in junior colleges which lead to the degree of Associate in Nursing; programs requiring three years, conducted by hospitals, which lead to a diploma in nursing; and programs offered by colleges and universities which are four or more years in length and lead to the Bachelor of Science degree. All of these entitle the graduate to take the examinations set by the Board of Registration in Nursing to secure her registration as a nurse, a prime essential to the practice of nursing.

There is much discussion today as to which type of school is best. Excellence in a school of nursing for any applicant is related first to the quality of program provided, second to the goal of the interested applicant, and third to the applicant's potential, the family's economic ability, and the young woman's own personal interest and dedication.

To evaluate a school of nursing an applicant should secure information about the school: its teaching staff and their preparation; the adequacy of classrooms, laboratories, and library; the quality of opportunity available for clinical experience; the curriculum as a whole; the policies guiding student life in the school; the school's expectation of its students; the school's accreditation status; and finally the achievements of the alumnae in nursing, and their contributions as citizens in the community.

To match goal to school program successfully the goal must first be defined. If the applicant's goal is to learn to give direct care to patients in hospitals and clinics, the hospital or junior college plan will offer sound and satisfying education. If it is to learn in a program which provides the most contact with patients the hospital school might be the choice. If it is to get to work as rapidly as feasible and sound, obviously the choice will be between the junior college and hospital school plans.

If, on the other hand, Public Health Nursing is the career plan, or a general education combined with nursing is desired, then only the Baccalaureate Degree program can lead directly to the goal. Advanced preparation for specialization in administration, supervision, or teaching is built upon the Baccalaureate program. Those whose ultimate aim is already known to be in one of these fields will consider seriously the college plan.

To change goals during the process of any education, that is to build a degree program upon either hospital school or junior college graduation, is not impossible. However, such change may be expensive of time and study, and may require some duplication of courses, since all three programs involve some similarities but differ in approach, content, and prerequisite preparation.

Excellence of opportunity and goal will in the final choice be influenced by the applicant's academic potential, economic ability and personal interest. Nursing schools today expect young women to have proven ability for study beyond the high school, effective knowledge of study methods, and a readiness to apply self seriously to the process of learning to become a nurse. As in other types of education, education for nursing grows more costly. Financial aid is available to students with need in most schools. It is wise, however, to have reasonable assurance that the expense for tuition, maintenance, and other fees for the entire program can be met by family, student earnings, or other dependable sources. In most three-year schools the summer term is not free for paid employment.

Nursing as a career offers unique opportunities in civilian services, military services, or in unusual positions with the Peace Corps or the World Health Organization abroad. The field of nursing is still fluid; new trends are constantly presenting new demands and new challenges. The woman who has aptitude and sound preparation for her work will find satisfactions in nursing seldom found in other careers for women.

For those who do not remain active in nursing, the education will provide excellent preparation for the administration of a home and the upbringing of children, as well as for citizenship in community life. The nurse's knowledge of life, of health, and of the prevention of disease, should prepare her to make a valuable contribution to the welfare of the community wherever she may live.

THE MASSACHUSETTS GENERAL HOSPITAL

The Massachusetts General Hospital, the third oldest voluntary, non-profit hospital in the United States, and the oldest in New England, received its charter of incorporation in 1811. The original building is named after Charles Bulfinch, the renowned architect who designed it. Like Faneuil Hall and the State House, also designed by Bulfinch, it is one of the historic examples of the country's early architecture. From this single building the Hospital has expanded to include some twenty buildings, twelve of which surround the original Bulfinch.

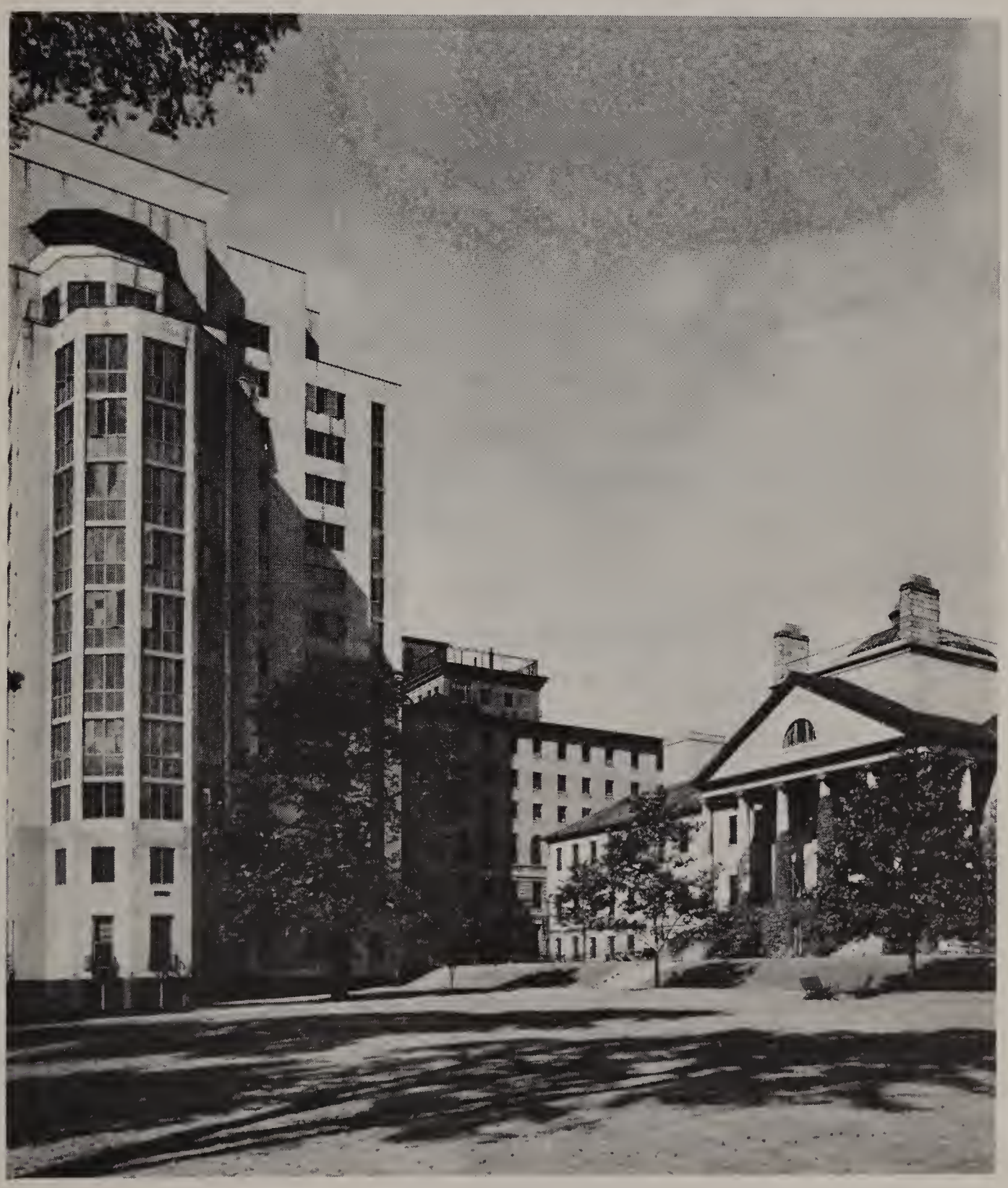
Three purposes were planned for the new Hospital when the doors were opened to the first patient in 1821; the care of the sick, the teaching of those who were to give the care, and research into the causes of disease and the care of people. Since that time the doors have remained open to the public day and night, and patient care continues to be the primary objective of the Hospital's program.

Services available to the patients reflect both the teaching and the research interests of the Hospital. Today, as in former years, this Hospital with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, is continually contributing to the welfare of humanity. Planned as a service to the needy sick both the Hospital program and its facilities were expanded in 1903 to add services for the ambulatory sick in the Clinics. For those who wish private care the Phillips House was opened in 1917, and the Baker Memorial in 1930. In 1939 the George Robert White Building was opened to provide more facilities for patients requiring surgery, and a small unit for the care of patients with infections. Greater breadth of services became available with the establishment of a Psychiatric Unit, the fusion of the Huntington and Vincent Hospitals with the Massachusetts General Hospital, the opening of the Burnham Memorial Hospital for Children, the establishment of a unit for rehabilitation services, and in 1962 the dedication of the Joseph P. Kennedy, Jr., Memorial Laboratories for Research on Mental Retardation.

Just as the Hospital took leadership in providing opportunity for the demonstration of ether anesthesia in 1846, so it took leadership in 1896 just fifty years later in the establishment of a Pathological Laboratory and the introduction of the use of X-ray for diagnostic purposes.

As it grew, it was evident that the Hospital recognized and accepted it's immediate and future responsibility for patients, not only through attention to scientific investigation, but also in relation to personal and social needs of patients. In 1905, Dr. Richard Cabot and Miss Ida Cannon established the first hospital Medical Social Service, a service which has been studied and adopted in many countries throughout the world.

Within the Hospital today educational programs are conducted for about twenty different groups of workers in the health field. A few of these are courses for medical social workers, students in pastoral care, dietitians, medical illustrators, medical technicians, laboratory technicians, directors of volunteer departments, and for numerous others who share in the care of patients.



The George Robert White Building (1939) and the Bulfinch Building (1821), the original Hospital

THE DIPLOMA PROGRAM

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Mrs. Henry Bigelow
Mrs. Paul Jones
Mrs. Thomas Motley

Officers of Administration and Instruction

RUTH SLEEPER, R.N. *Director School of Nursing and Nursing Service*
Diploma, Massachusetts General Hospital Training School for Nurses; B.S., M.A., Teachers College, Columbia University; L.H.D., Boston University; D.Sc., Hood College and Wheaton College

NATALIE PETZOLD, R. N. *Assistant Director School of Nursing and Chairman of the Diploma Program*
S.B., Simmons College School of Nursing; M.S., Boston University

HELEN SHERWIN, R.N. *Coordinator, First Year and Instructor Social Sciences*
Diploma, University of Pennsylvania School of Nursing; B.S., University of Pennsylvania; M.A., Teachers College, Columbia University

KATHERINE HARDEMAN, R.N. *Coordinator, Second and Third Years*
Diploma, Presbyterian Hospital School of Nursing, New York, N. Y.; B.Sc., North Carolina College for Women; Certificate in Midwifery, Lady Curzon Hospital, India; M.Sc. in Nursing, Western Reserve University

IRENE NORTON, R.N. *Coordinator, Alternate Program*
Diploma, Massachusetts Memorial Hospital School of Nursing; B.S.N. and M.Ed., Boston University

Other Officers of Administration

EVELYN DOLAN, R.N. *Supervisor, Student Health Clinic*
Diploma, Brooklyn Methodist Hospital School of Nursing

EVA HICKS, R.N. *Administrative Assistant*
Diploma, Faulkner Hospital School of Nursing

MYRTLE HIBBARD *Supervisor, Student Residences*

DIANE KEENAN *Librarian*
B.A., Boston University; M.S. in Library Science, Simmons College

HELEN KOUTROULIS *Student Counselor*
B.S., Nasson College; M.A., Teachers College, Columbia University

Directors of Programs Receiving Students for Affiliation

VIRGINIA JEPSON, R.N. *Director of the School of Nursing and Nursing Service, Boston Lying-in Hospital*
Diploma, Evanston Hospital School of Nursing; B.A., Cornell College, Mt. Vernon, Iowa; M.S., Boston University

MARGARET TIBBETTS, R.N. *Director of the School of Nursing and Nursing Service, McLean Hospital*
Diploma, McLean Hospital School of Nursing; B.S., Boston University

Members of the Faculty and Teaching Staff

NANCY BOWKER, R.N. *Instructor, Nursing I and II*
B.S., Simmons College School of Nursing

AUDREY BRADY, R.N. *Instructor, Nursing I and II and Co-Chairman Instruction in Nursing II*
B.S., Boston College; Advanced Study Boston College Graduate School

FRANK BUCKLEY *Instructor, Human Relations Seminar*
D.Ed., Harvard University

ANN CAHILL, R.N. *Instructor and Chairman, Instruction in Operating Room Nursing*
Diploma, Massachusetts General Hospital School of Nursing; B.S., Boston College School of Nursing

MADELENE CALOGIRO, R.N. *Instructor, Senior Nursing*
Diploma, Mass. General Hospital School of Nursing; B.S., Boston University School of Nursing

IRENE COTE, R.N. *Instructor, Nursing I and II and Co-Chairman, Instruction in Nursing II*
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SARAH CRAIG, R.N. *Instructor, Senior Nursing*
B.A., University of Maine

MARY DESOUSA, R.N. *Assistant Instructor, Medical and Surgical Nursing*
B.S., Fitchburg State Teachers College

MARGARET ELLIS *Instructor and Chairman, Instruction in Nutrition*
B.S., Pennsylvania State College

BARBARA ELLSWORTH, R.N. *Instructor, Nursing I and II*
Diploma, St. Peter's Hospital School of Nursing, Albany, N. Y.; B.S., Catholic University

PATRICIA FRISS, R.N. *Assistant Instructor, Anatomy, Physiology and Nursing II*
Diploma, Massachusetts General Hospital School of Nursing; B.S. in Nursing, Western Reserve University

A. Frances Gibbons, R.N. *Instructor and Chairman, the Biological Sciences*

Diploma, St. Elizabeth's Hospital School of Nursing; B.S. in Nursing, Boston College; M.S., Catholic University

June Goodman *Instructor, Nutrition*

B.S., Simmons College

Marjorie Grady, R.N. *Instructor and Chairman, Instruction in Ambulatory Nursing*

Diploma, Massachusetts Memorial Hospital School of Nursing; Certificate, Public Health Nursing and B.S., Simmons College

Florence Green, R.N. *Instructor, Nursing I and II*

Diploma, St. John's General Hospital School of Nursing, Newfoundland; B.A., Wheaton College, Illinois; M.S., Boston University

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M.N., Yale University School of Nursing

Hope Hibbard, R.N. *Assistant Instructor, Nursing II and III*

B.A., Ohio Wesleyan; B.S. and Diploma, Columbia University-Presbyterian Hospital School of Nursing

Nancy Hilyard, R.N. *Assistant Instructor, Nursing I and II*

B.S., University of Rochester School of Nursing

Avard Huestis, R.N. *Assistant Instructor, Nursing I and II*

B.S. in Nursing, Syracuse University; M.S., Boston University

Margaret Keeley, R.N. *Instructor and Chairman, Instruction in Senior Nursing*

Diploma, Carney Hospital School of Nursing; B.S. and Advanced Study, Boston College School of Nursing

Carolyn Kenney, R.N. *Assistant in Teaching Nursing I and II*

Diploma, Massachusetts General Hospital School of Nursing

Judith Kiernan, R.N. *Assistant Instructor, Microbiology and Nursing II*

Diploma, Massachusetts Memorial Hospital; B.S., Boston University

Barbara Leonard, R.N. *Assistant Instructor, Nursing I and II*

Diploma, St. Joseph's Hospital School of Nursing, Providence, R.I.; B.S. in Nursing, Boston College

JOSEPHINE MASTRANGELO, R.N. — *Assistant Instructor, Operating Room Nursing*

Diploma, St. Joseph's Hospital School of Nursing, Syracuse, New York; B.S., Boston College

ROBERT C. MISCH — *Instructor, Human Relations Seminar*

Ph.D., Clark University

MARGARET MURPHY, R.N. — *Assistant Instructor, Ambulatory Nursing*

Diploma, St. Vincent's Hospital, New York, N.Y.; B.S.N., Boston College

MARY JANE NASSAR, R.N. — *Assistant Instructor, Nursing of Children*

Diploma, Massachusetts General Hospital School of Nursing; B.S.N., Boston College

ANN NOZAWA, R.N. — *Assistant Instructor, Chemistry and Nursing II*

Diploma, Massachusetts General Hospital School of Nursing

BARBARA PHANEUF, R.N. — *Assistant Instructor, Nursing I and II*

Diploma, Massachusetts General Hospital School of Nursing; B.S., Simmons College

RUTH PITT — *Instructor, Chemistry and Chairman, Instruction in Physical Sciences*

B.S., Massachusetts Institute of Technology; M.A. and Post-Masters Study, Columbia University

CLARA SCHUSTER, R.N. — *Assistant in Teaching, Nursing of Children*

B.S.N., Cornell University — New York Hospital School of Nursing

PATRICIA VINAL, R.N. — *Instructor, Nursing I and II and Chairman, Instruction in Nursing I*

B.S., Simmons College and Advanced Study, Boston University

DONNA VINCENT, R.N. — *Assistant Instructor, Medical and Surgical Nursing*

B.S., Simmons College; M.S., Boston University

CAROL VOGEL, R.N. — *Assistant in Teaching, Nursing I and II*

B.S., University of Illinois College of Nursing

GRACE WEAVER, R.N. — *Instructor, Social Sciences*

A.B., University of Wisconsin; Diploma, Massachusetts General Hospital School of Nursing; Advanced Study Teacher's College, Columbia University; M.S.S., Smith College

JOAN CLARRIDGE ZARTMAN, R.N. — *Assistant Instructor, Ambulatory Nursing*

B.S., Syracuse University School of Nursing

EMILY ZINSMEISTER, R.N. — *Instructor and Chairman, Instruction in Medical and Surgical Nursing*

B.S., Ohio University; Advanced Study, Boston University

Lecturers

Medical-Surgical Nursing

ARTHUR EISEN, M.D.
MURRAY JANOWER, M.D.
ROBERT NEBESAR, M.D.
WILLIAM OTTO, M.D.
ARNOLD WEINBERG, M.D.

Sex Education

JOHN KELLER, M.D.
LETITIA KILMOYER, R.N.

Nursing Care of the Child

ROSEMARY DOBSON, M.D.
LARRY EMBREE, M.D.
JOHN JOSEPH, M.D.
LESTER SOYKA, M.D.
JOHN TRUMAN, M.D.

Communicable Disease Control

URSULA BRADY, R.N.
MICHAEL KITSON
HAZEL YOUNG, R.N.

Advanced Nursing

HENDRIK BENDIXEN, M.D.
ROBERT BURKE, M.D.
JAMES CARTER, M.D.
HOWARD FRAZIER, M.D.
NATHAN T. GRISCOM, M.D.
ANTHONY MONACO, M.D.
PETER YURCHAK, M.D.

Faculty Committees

Executive Committee of the Faculty

Admissions and Recruitment

Financial Aid

Curriculum Committee

Sub-Committee on Records

Audio-Visual Aids Committee

Library Committee

Guidance Committee

Student-Faculty Relationships

Health Committee

Residences

Third Year Evaluation Committee

Over-All Evaluation Committee

By-Laws Committee

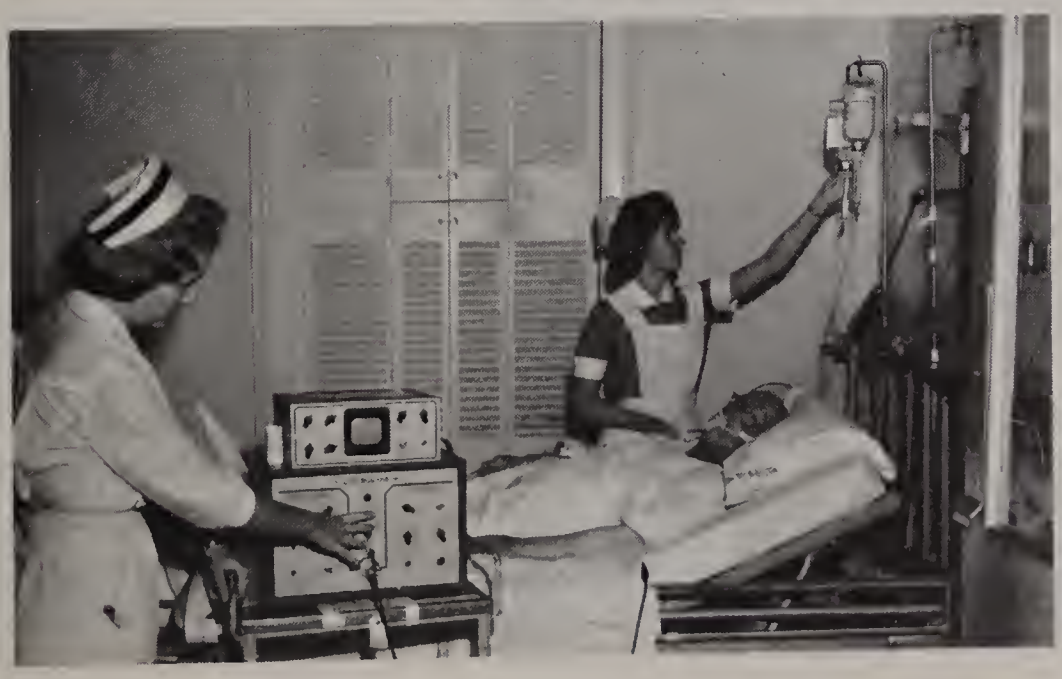
Faculty In-Service Education

Social Activities Committee

Learning through Observation and Participation...

Rehabilitation

Pouring Medicines



Intensive Care

Care of the Child

Nursing Science

Patient Teaching

SCHOOL OF NURSING

The School of Nursing, established in 1873, was one of the first three schools in the United States to be organized on the Nightingale plan.

The Women's Education Association of Boston, interested in developing a new occupation for self-supporting women, envisioned trained nursing as a means both of serving young women interested in a career and benefiting the community in which these nurses would work. For twenty-three years the School, then known as the Boston Training School, operated independently of the Hospital, but used the Hospital wards to provide practical experience. Having once proved the value of the trained nurse, as well as the wortn of the School to the Hospital, the School's Board of Directors transferred the Training School to the trusteeship of the Massachusetts General Hospital. At this time the name was changed to the Massachusetts General Hospital Training School for Nurses. Since neither the residence nor the practice field of the student nurse was changed, the continuity of the School remained unbroken. In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing to emphasize the changing philosophy of the School.

The School has had three collegiate affiliations. From 1919 to 1936, with two other hospital schools, a program was conducted with Simmons College, providing opportunity for students in nursing who wished to combine a broad general education with education for nursing. In 1945, Radcliffe College and the Massachusetts General Hospital School of Nursing established a Coordinated Program for the preparation of women who wished to pursue both liberal arts and nursing. In 1962 the Massachusetts General Hospital School of Nursing offered to one section of the entering freshmen class, who wished to enrich their study of nursing, the opportunity to enroll in the college classes in basic sciences and English at Northeastern University as a part of their three-year basic nursing program.

The School of Nursing is approved by the Massachusetts Board of Registration in Nursing. In 1938 the School was surveyed and fully accredited by the National League of Nursing Education. In 1960 and 1963 it was again surveyed and accreditation was continued by the Accrediting Service of the National League for Nursing. Graduates of the School, to the best of our knowledge, are eligible to take examinations for registration in every state of the Union. If the grades obtained in the Massachusetts State Board Examinations are sufficiently high the graduate may be registered in other states by endorsement. Obviously, no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in

states other than the one in which her school is located. The policy of this School, however, is to keep informed of all regulations, and to prepare its graduates as far as possible to meet them.

Just as when the School began, the broad aim established to guide the program remains to prepare young women to give nursing care. However, changing patterns of medical care and emerging social trends necessitate constant re-examination of both goal and program, and frequent modification of the curriculum. Since the School admits students directly from high school the level of teaching is adapted to the needs of the high school graduate. The School expects to admit those young women who have a sound educational background, academic potential, interest in nursing and study, and a personal readiness to grow within the School's philosophy and program. The program is divided into two periods. The first, of two years, recognizes the need for the prerequisite acquisition of knowledge basic to nursing, and introduces the student through a graduated program to the increasingly complex practices and the more demanding responsibilities. The second segment, the third year, emphasizes development of skills, and the sense of personal responsibility expected of the beginning nurse practitioner. Thus it is hoped to educate students in nursing to give individualized nursing care and to develop a foundation of nursing knowledge which can be transferred from one situation to another. Experiences provided help the student early to develop a type of leadership and a power to make wise decisions that will be of value in advanced study, positions requiring leadership skills, and in life.

Facilities Utilized for Instruction

The opportunities offered by a large general hospital with over 1,000 beds in a metropolitan area assure broad and varied clinical laboratory experiences for students. The Massachusetts General Hospital and other agencies with which the School is allied offer extensive clinical resources and provide a diversity of situations in which plans are made for students to observe or actually participate. The General Hospital has facilities for instruction in the nursing care of men, women, and children, with medical or surgical conditions. The Baker Memorial and Phillips House offer similar facilities for the care of private patients. The Clinics with a daily average of about 700 patients provide unique opportunities in the care and rehabilitation program for the ambulatory. Because of the relationship of the Hospital to the Harvard Medical School and Massachusetts Institute of Technology, and because of the large amount of research and the diversity of teaching program conducted within the Hospital all services provide maximum educational opportunities.

Two affiliations, of 12 weeks each, are included in the program. All students go to the Boston Lying-in Hospital for a course in obstetric nursing and to the McLean Hospital in Belmont for a course in psychiatric nursing. These affiliation periods are separated by a 12 week course at the home School.

The Massachusetts General Hospital and the affiliating institutions where the student has obstetric and psychiatric nursing are accredited by the Joint Commission on Accreditation of Hospitals.

Planned field trips to various parts of the community and to various community facilities are correlated with courses of instruction and add another dimension to the program.

Within the Hospital and School residences there are five classrooms and six laboratories for the exclusive use of the School. Two laboratories are equipped for the teaching of sciences, three for developing certain nursing skills, and the other for the teaching of nutrition. Various amphitheatres and conference rooms are also available, some in the clinical area where ward teaching conferences are held and where students may study and use special ward records.

The Nursing School Library is named the Palmer-Davis Library in honor of two alumnae of the School. A professional librarian is in charge of this library which contains over 2,400 professional volumes, 2,200 titles, over 100 periodicals, a collection of current pamphlets, and 200 volumes in the historical collection. A reading room and small library stocked with selected books and periodicals are also located in the freshman residence at 20 Charles Street. In addition to these, students have full access to the Warren Library, the patients' library of 4,000 volumes, and for special projects and papers to the Treadwell Library, the Hospital's medical library, of 21,900 volumes and 125 periodicals.

Faculty

The teaching staff of the School of Nursing includes a large full-time Faculty which is augmented by professional personnel from many areas within the Hospital. Forty-three faculty members allow for an instructor/student ratio of one to eight. The breadth of background and experience of the Faculty is indicated by the fact that diplomas and degrees held by Faculty members represent twenty different schools of nursing and twenty different colleges and universities in various parts of this country and Canada.

The Student Body

Young women of ability, interest and aptitude who share the common goal of becoming a nurse, come together from many different states as well as some foreign countries to study in this School of Nursing.

Living and studying in Boston is a new experience for most of the 350 students. Of an average class, approximately 40% come from outside of Massachusetts and about 85% from the New England states. While most of the students are from the Northeastern United States, the South, Middle West and far Western States are well represented and there is a small group of students who come from outside of the country. Well over 100 public and private secondary schools are represented in an average entering class.

Through fellowship and varied contacts with others, students can know and share in the comfort and security of what is familiar to them as well as in the discovery, excitement and challenge of those things which are new. Within this atmosphere, they gain personal and professional satisfaction through the expression of individuality and creativity and a respect for the ways in which others express and satisfy their needs.

Contributions of Alumnae

The graduates of the School number 5,324. Graduates of the School have gone into every state to work in all types of nursing. Over the years large numbers have chosen to enter missionary work and other types of foreign service and have served on all continents. At home and abroad, alumnae will be found in hospitals, in staff nursing, teaching, supervising or administering nursing services, or in the various fields of public health nursing. They have been active in military service since the first nurses volunteered during the Spanish-American War. Since 1918 many graduates have entered the several branches of the armed services as well as other federal nursing services.

Graduates of the School interested in administration, teaching, or other special fields of nursing, have studied for Baccalaureate and advanced degrees in order to enter the fields of their choice.

The School takes pride in the fact that its alumnae are interested and active in their professional organizations as well as the organizations of the communities in which they live. They have taken the leadership in groups working for improved nursing legislation. They have contributed articles to the national and state nursing journals, and books to the growing volume of nursing literature; and they have served in positions of leadership in national organizations, on national publications, in national legislation, and with the various national and international health groups.

GEOGRAPHIC DISTRIBUTION OF STUDENTS

State	Number of Students		
	Class of 1964	Class of 1965	Class of 1966
Massachusetts			
Greater Boston	31	32	52
Outside of Greater Boston	41	44	43
Maine	6	2	10
New Hampshire	3	3	5
Vermont	1		2
Connecticut	6	11	13
Rhode Island	6	2	3
New York	4	8	6
New Jersey	1	3	4
Pennsylvania		2	6
Maryland			1
Virginia	1	2	
North Carolina			1
Tennessee	1	1	
Mississippi		1	1
Ohio			2
Michigan		1	
Illinois			1
Iowa		1	
Nebraska	1		
Colorado			1
Arizona		1	
Nevada			1
California			1
Washington		1	
Canal Zone	1	1	1

ADMISSIONS

The nursing profession calls for a variety of skills and aptitudes and offers a multitude of opportunities for different kinds of service. During the educational period, students learn much from each other as well as in the classroom and clinical laboratory. For these reasons the Committee on Admissions selects a carefully balanced group of about 150 students whose abilities, interests, and experience are complementary and who individually show promise of personal fulfillment and potential contribution in our particular program as well as to the nursing profession. Selection is based on evaluation of academic, personal, physical and motivational qualifications. Since the number of applications far exceeds the available appointments, admission is competitive and the School reserves the right to select those candidates who appear, in the judgment of the Faculty, to be best qualified for the program in this School. Since applications are processed as received, applicants are encouraged to apply early in their senior year.

The factors considered in evaluating each application include:

1. Secondary school record
2. Ability and preparation as measured by the Scholastic Aptitude Test and the English and Intermediate Mathematics Achievement Tests of the College Entrance Examination Board.
3. The recommendation of the principal, counselor or dean of the secondary school or college
4. Three references from teachers, employers or other qualified persons
5. Personal essay of the applicant
6. Health record
7. Interview
8. Personal qualifications, such as intellectual and emotional maturity and a discriminating interest in extra-curricular activities

Application for Admission

Applications should be submitted on the form provided by the School which may be obtained on request. A $10 non-refundable fee must accompany the application. Acknowledgement and appropriate forms and directions will be sent on receipt of the application. Decisions on appointments are made throughout the year as soon as credentials are completed, and applications will be accepted as long as there are places available in the entering class. Juniors who have fulfilled the entrance requirements may apply at the end of their junior year and may be given an early decision contingent on satisfactory completion of the senior year.

Age, Marital and Citizenship Status

The preferred age for applicants is between 17 and 30 years at the time of entrance, but older applicants may be considered. Both single and married women who meet the requirements of the School are eligible.

Since the State of Massachusetts requires United States citizenship or a declared intention of citizenship for entrance into a school of nursing, candidates who are not citizens may be admitted only under certain circumstances and should make individual inquiries.

High School Preparation

Graduation from an approved secondary school with satisfactory completion of a college preparatory curriculum is required. A minimum of sixteen units corresponding to four major academic subjects each year must be completed. A unit is defined as a standard year's work in a full credit subject.

Specific subject requirements are:

English, 4 years	4 units
Mathematics, 3 years (2 years of Algebra and 1 year of Geometry or the equivalent)	3 units
Foreign language, 2 years of the same language	2 units
History or Social Studies, 2 years (one full year of history, and one half year of Civics or Problems of Democracy may be accepted)	1½ or 2 units
Science, college preparatory biology 1 year	1 unit
college preparatory chemistry 1 year	1 unit
Elective	3½ or 3 units
	16 units

Recommended electives include a third year of the same language, physics, a fourth year of mathematics, additional social studies or a second language. Although the minimum requirement is 16 units, the curricula showing strongest preparation are given preference.

Substitutions are not accepted for any of the required courses. Specifically, Business Mathematics, Bookkeeping or Hospital Mathematics may not be offered in place of the mathematics courses listed. Physics may not be substituted for Chemistry, nor General Science for Biology. Nurses' Chemistry or Nurses' Biology are not usually approved. Latin or a modern language are both acceptable, but a minimum of two years of the same language is required.

Credit is not given for a "D" or a failure in a course. To be counted for full credit, the final course grade should be 10 points above the school's passing grade. Preference is given to those applicants who rank in the upper quarter of their class. Choice of curriculum or "track," honors and advanced placement courses, and the manner in which class rank is computed are given appropriate weight.

College Entrance Examination Board Tests

College Board scores are of value not only for admissions and guidance for this School, but for use in qualifying for postgraduate educational programs as well. The tests required are:

Verbal Scholastic Aptitude
Mathematics Scholastic Aptitude
English Achievement
Intermediate Mathematics Achievement

It is recommended that these tests be taken by December or January of the senior year to ensure sufficient time for review of the completed application. Junior year test scores are acceptable. If two scores in the same test are submitted, the higher score will be accepted.

The tests are given in December, January, March, May and August, and application to take the tests should be made about a month before the test date. Students should designate the Massachusetts General Hospital School of Nursing as a recipient of the scores. Students who did not designate the School as a recipient when they applied for the tests, may write to the College Board requesting that scores be sent to this School; the College Board requires a fee of $1 for such a report.

Detailed information about the tests may be obtained from most secondary schools or from the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey (or P. O. Box 27896, Los Angeles 27, California for western residents).

Health

A physical examination report on the form provided by the School and subject to approval by the School Physician, is required of all applicants. Applicants who live in the vicinity of the School may arrange individually to be examined by the School Physician as private patients if they so desire. Applicants with disabilities which will probably not interfere with the study or practice of nursing may be approved on individual consideration.

Interview

A personal interview with the School Counselor or another member of the Admissions Staff is required of all applicants who live within a reasonable distance of the School. Appointments for an interview will be made when the applicant's record is nearly complete. Interviews cannot usually be arranged for Saturdays, Sundays or holidays. An Alumnae regional representative will interview applicants who live beyond a day's round trip from Boston.

An Open House is held on a Saturday morning each fall and frequently also in the spring. If applications are sufficiently advanced at this time, an interview may be requested for the same day, especially by students who reside at a distance. Tours of the School and Hospital are conducted at these times. So far as possible, student guided tours will be provided on the day of interview for applicants who have not previously visited the School. Juniors and seniors who are considering an education in nursing are cordially invited to attend Open House when a detailed discussion of the nursing education programs at the Massachusetts General Hospital School of Nursing is presented and there is opportunity to meet with Faculty and students.

Time Allowance for College Study

Applicants who enter from college must satisfy the requirements listed for high school graduates, but these requirements may be met by a combination of high school and college courses. Grades achieved in college should indicate the applicant's ability to carry satisfactorily a program of study on the college level. Below "C" level work is considered unsatisfactory.

Transfer credit for college work or study in other schools of nursing cannot ordinarily be granted, but individual consideration will be given. However, a time allowance may be made for students who maintain a "B" average in the first two years and who show aptitude for nursing. This allowance is a maximum of 4 months for students with two years of study in an approved college and a maximum of 8 months for students who are college graduates.

College graduates interested in the nursing program should apply to the Radcliffe College-Massachusetts General Hospital School of Nursing Co-ordinated Program which is open only to graduates of liberal arts colleges and universities. Information concerning this program may be obtained on request.

TUITION AND FEES

Costs to the student fall into two general categories: (1) certain fixed charges for tuition, fees, deposits, and related services provided by the School; and (2) variable items of personal expense.

The cost of the program for the three years is as follows:

Preentrance tests	$ 12.00
Tuition	1300.00
Fees	205.00
Board and room	480.00
Uniforms	110.00
Books	90.00
Key deposit (refundable)	1.00
Total charges for 3 years	$2198.00

The fees contribute toward services given by the library, the health services, the extra costs of laboratory courses and general administration, and they support student activities and recreation.

All charges and fees are subject to change at any time at the discretion of the School.

Exceptional Fees:

Certain additional fees may be necessary for some students:

For those students eligible for public health nursing affiliation	$80.00
For a repeated or specially scheduled examination	5.00
To repeat a course (if Faculty approves the privilege)	25.00
To repeat any quarter term with classes and clinical laboratory (if Faculty approves the privilege)	75.00
To be tutored (if Faculty approves the privilege)	
One student, per hour	5.00
Two or more students, per hour, each	3.50

Individual estimates of expense should include minimum allowances for transportation, clothing, personal laundry and cleaning, and incidentals. (For special Health Fees, see "Health Services").

Payment of Charges and Fees

All charges and fees are payable in advance. All checks or money orders should be payable to the School of Nursing, Massachusetts General Hospital.

Charges and fees are payable as follows:

Preentrance		
Application Fee	$ 10.00	
Tuition Deposit	50.00	$ 60.00
On Entrance		
Tuition	$500.00	
Board and Room	480.00	
Uniforms	30.00	
Books	68.00	
Fees	65.00	
Key Deposit	1.00	$1144.00
Second Year		
Tuition, Massachusetts General	$350.00	
Tuition, McLean Affiliation	75.00	
Tuition, Boston Lying-in Affiliation	125.00	
Books	22.00	
Fees	60.00	$ 632.00
Third Year		
Tuition	$200.00	
Fees	60.00	
Graduation Fee	10.00	$ 270.00

A student is eligible for promotion into the next year, and for graduation only after all her financial obligations have been met.

Deferred Payments

A student or her parents may arrange with the Director of the School to pay fees in installments. No interest or carrying charge is levied for this privilege.

All charges for a year must be paid before the beginning of the next year. In the event of a student's withdrawal, payment of all fees due will be expected.

Refunds

As provisions for instructions are made by the School for the entire year, no refunds of charges and fees can be made after they become due.

Financial Aid

In effect, every student in the School receives some financial aid, since the School's charges and the value of the student's care of patients cover about two-thirds the cost of her total program. In the senior year, each

student receives a stipend totalling $360 for the twelve months, in recognition of the greater proportion of her time spent in patient care. Most students plan to finance their education through a combination of savings, help from home, and earnings. An entering freshman needing supplementary funds should have clearly in mind the additional amount needed in her particular case.

Grants and loans are awarded annually by the Committee on Financial Aid which studies each application individually. Application forms for financial aid for entering students and for students already enrolled may be obtained from the office of the Director of the School and should be returned to that office by May 15. Applicants will be notified as soon as awards are made. Awards are for one year only. Students in good standing may apply for further assistance in subsequent years.

Grants are in the form of partial gift awards. For each hundred dollars of the grant, a freshman is expected to contribute ten hours of assistance, and an upperclassman thirty hours to the School during the year. Opportunities will include touring visitors, covering the information desk in the residences, assisting with clerical functions, and the like.

After nine months in the School, paid work on the units is available to freshmen and to upperclassmen in good standing. This work program, when approved by the School, is arranged through Nursing Service and is completely separate from the opportunities in the School.

Opportunities for babysitting in families of the medical and nursing staffs are also available.

Scholarship and Loan Funds

A list of scholarship and loan funds established by gift or endowment follows: The income from such funds and from the funds for grants-in-aid is available each year. In applying for assistance, students should apply on the basis of financial need, not for any specific scholarship or loan.

William C. and Jessie B. Cox Scholarship Fund, 1962.

Anne Crotty Scholarship Fund, 1961, established in her memory by her sister, Mrs. Helen E. Ward.

Nancy M. Fraser Scholarship Fund, established in memory of Nancy H. Fraser, Class of 1914 and for many years Health Supervisor in the School of Nursing, by her brother and sister, Mr. Norman Scott Fraser and Mrs. Douglass.

Dorothy Dayton Morgan Scholarship Fund, established in 1961, by Mr. and Mrs. Thomas E. Toplin and classmates, in memory of Dorothy Dayton, M.G.H., 1945.

Lottie Potts Leland Scholarship Fund, established in memory of Lottie Potts Leland, Class of 1910, by her husband, Dr. Ora Miner Leland.

Jessie M. Stewart Scholarship Fund, established in memory of Jessie M. Stewart, Class of 1935, Assistant Director of the School of Nursing, by her family, friends and former students.

Marian Moir West Loan Fund, established in 1916 in memory of Marian Moir West, Class of 1899, by her sister, Miss Agnes West.

Massachusetts General Hospital Loan Fund, established by the Trustees in 1961.

Awards to outstanding students at the traditional Capping Ceremony

GENERAL INFORMATION

Attendance

Regular and punctual attendance is expected of all students in scheduled learning experiences whether class or laboratory sessions or observation periods. Students through their contributions and outside preparation share in making learning experiences vital and worthwhile. Failure to attend classes or laboratory periods, for whatever cause, reduces the student's opportunity to obtain maximum value from the course and may affect her achievement.

Students are personally responsible for discussing absences with the teachers of the courses involved, prior to the absence if possible, or immediately upon return. The student must demonstrate that she has met the objectives of every course through selected out-of-class assignments, and through other appropriate methods of evaluation. When absence for any reason results in a loss of experiences or interferes with the ability to meet course requirements and thus necessitates withdrawal from the School, the faculty determines the date of the student's return, her privilege of proceeding with her class in the School, and the method and manner of meeting the course requirements.

Students are permitted limited leave for personal illness. All required courses must be completed and the requirements for State registration must be met.

Classes are held on designated class days. Class periods are 50 minutes in length unless otherwise indicated. Clinical laboratory experience is scheduled for specified days of the week. There are two unscheduled days each week.

Vacations

Students have a designated number of weeks of vacation each year at times determined by the curriculum plans and overall program. The vacation periods are as follows:

Freshmen: 2 weeks at Christmastime
3 consecutive weeks in June or July

Juniors: 6 consecutive weeks determined by course sequence. These vacation periods are scheduled from mid-October through July, depending on the class section to which a student is assigned.

Seniors: 4 consecutive weeks scheduled according to time of vacation in Junior year and sequence of program. This vacation may come in any month.

Special vacation time requests are given consideration and are arranged as the program allows.

Leave of Absence

Leaves of absence are requested of the Assistant Director of the School of Nursing. Leaves of absence which are recommended by the physician or faculty are granted readily if for health. Students are not granted leave of absence to care for sick relatives.

The date upon which a student may return to the School after a leave of absence depends upon the readiness of the student to return, as determined by the faculty and health service, and on her availability at the time when classes or required clinical experience resume.

Withdrawals

Students wishing to withdraw are requested to discuss this with the Director or the Assistant Director of the School of Nursing. It is usual that the student will have discussed this also with her family as well as other members of the Faculty such as the Counselor, Faculty Advisor, Intructor or Supervisor of Student Health. Upon withdrawal a written letter of resignation stating reasons for this decision is necessary.

The Faculty may request the withdrawal of students who fail to meet course requirements in class or clinical practice at the end of the course or term or at the end of a suitable period of guidance and evaluation. Students may also be requested to withdraw for failure to meet acceptable standards of health, personal integrity, and of School citizenship.

The Faculty of the School of Nursing reserves the right to determine which students shall be eligible for readmission. The decision to re-admit a student is made by the Faculty after consideration of the individual circumstances and a review of the student's cumulative record and personal qualifications which might indicate suitability for and success in the program.

Depending on the individual circumstances and the length of time elapsed between leaving the School and re-admission, special arrangements for review, for tutoring, or for repeating certain parts of the program will be made. The time when a student may re-enter is determined by the Faculty on the basis of experiences required and the times when these experiences are offered.

Evaluations, Advancement, Graduation

Evaluations by the faculty and by the student herself of her progress are an integral part of the program, and are viewed as a means of guiding the student in the attainment of school objectives.

Various methods of evaluation include observation and rating of students in various phases of the program, teacher made tests, projects, term papers, oral reports, clinical experience reports, National Standardized Achievement tests, conferences with instructors and faculty advisors, and the student self evaluation, which is written in conjunction with each clinical experience. In this way, students can and are expected to be aware of their standing in the School and seek assistance from instructors or faculty advisors as necessary. Each student's progress is reviewed at the end of every quarter in the first two years and at appropriate specified intervals in the third year. Course grades are announced at the end of the quarter or term in which the course is completed. A progress or grade report is sent to the students and parents or guardians at the end of each quarter in the first year, and once a year thereafter. Supplementary intermediate reports are made as appropriate in terms of schedules and progress of individual students.

The standard of grading adopted by the School is as follows:

A	*Excellent*	4 quality points
B	*Good*	3 quality points
C	*Fair*	2 quality points
D	*Low*	1 quality point
E	*Conditional Failure*	0 quality point
F	*Failure*	0 quality point

The cumulative average of all grades is expressed in quality points which are weighted according to the number of hours in each course. An average of two quality points, with demonstration of acceptable personal standards of integrity and good citizenship and achievement in meeting program objectives are required for graduation.

Students advance from year to year as they satisfactorily meet course requirements, complete requisite courses, demonstrate ability in nursing, meet school obligations, and in the opinion of the Faculty, are personally fitted to assume the responsibilities of the registered nurse. Students who fail to meet the school standards may, at any time during the program, be placed on warning or be recommended to withdraw. Warning indicates that the student's standing in the School is unsatisfactory and that the student should take appropriate steps to improve her standing in order to continue in the program.

Guidance and Counseling

The guidance program of the School directed by the Student Counselor is designed to help the student achieve the greatest professional and personal success and satisfaction. Each student is assigned a Faculty Advisor on entrance with whom she meets regularly to discuss her plans and progress. The frequent contacts between the student and her Faculty Advisor, coordi-

nated with the activities of the Counselor, help to produce student-faculty relationships which are most favorable to positive guidance and better understanding of the student and her particular needs.

A Guidance Committee, composed of faculty members and students serves to promote and strengthen an effective guidance program in all its many phases.

Extra-Curricular Activities

The School sponsors activities and cultural pursuits which contribute directly to the student's personal, social, and professional growth.

The Student Nurses' Cooperative Association is the official organization of the student body. Its Council meets monthly to plan and report progress on various activities. Mass meetings are held four times a year. In addition to the usual business meeting, the program includes speakers on subjects of general interest and various forms of entertainment. The Association promotes student participation in district, state, and national student organizations, sending delegates to local, state, and national meetings.

Within the Association are a student Dormitory Board and Judiciary Board, which relate respectively to residence and disciplinary affairs. The Big-Little Sister Program, another activity of the Association, plays an important part in student life. Before entering the School, each freshman receives a letter of welcome from her Big Sister, a senior student, offering friendship and assistance. A Big-Little Sister Party is an event of Freshman Week in September.

At various times during the year, teas and other activities provide an opportunity for faculty and students to meet on an informal basis.

The Student-Faculty Relationships Committee, composed of representatives of the two groups, explores areas of mutual concern. There is also student representation on the majority of the standing committees within the faculty organization.

Throughout the year there are several traditional events. These include "Capping," when students change from the student cap to the School cap at the beginning of the third year, the Glee Club's Christmas Candlelight Service, Convocation, Parents' Day for Juniors, Holiday and Spring formals, Senior Week, and Graduation. A yearbook is published by each senior class.

A variety of other seasonal out-of-door activities or social activities are sponsored by various student organization groups throughout the year — sometimes with students from other schools of nursing within the city or state.

In the Boston area or within the hospital community there are a host of other recreational and cultural opportunities, such as concerts, art festivals,

musical and theatre events, museums, cookouts, skating, tennis, badminton, bowling, swimming, sailing, inter-school basketball, hiking, and bicycling. Students are also encouraged to pursue their own hobbies, interests, or talents.

Health

The School of Nursing endeavors to establish a social, physical, and emotional environment conducive to the promotion and maintenance of good physical and mental health. Just as the health needs of the student are considered in the overall school program, so is the student encouraged through sound practices in daily living to maintain and improve her own health and to share in the responsibility of protecting the health of others.

A member of the Medical Staff of the Hospital and a Supervisor of Student Health are directly responsible for the care of the health of the students. Consultations with other members of the Hospital Medical Staff or special examinations are arranged through the Student Health Office when necessary. All of the medical resources of the Hospital are available when needed for student health. There is also an active committee on Student Health. This committee includes the Student Health Physician, members of the Hospital Visiting Staff, School Health Supervisor, a Nutrition Instructor, a Resident Physician, the Student Counselor, a Public Health Nurse Instructor, an Assistant Director of the School, a Psychiatrist, student nurses, and the Director of the School of Nursing.

The first steps in the health program include a thorough physical examination, an X-ray of the chest, dental examination and care, immunization against common infectious diseases, as well as visual acuity and hearing tests.

The Student Health Service maintains a daily clinic for students seeking counseling, physical examinations, care and follow-up of illnesses, and guidance and instruction in the establishment of positive health habits. Chest X-rays are taken every six months. There is a regular physical examination each year and prior to graduation. Weights are recorded twice a year, with students assuming the responsibility for interim checks. Marked deviations from normal weights are given special attention. Oral supervision is provided through the Dental Clinic and eye examinations or care through the Eye Clinic in cooperation with the Massachusetts Eye and Ear Infirmary. The dietary regime is regulated by graduate dietitians and the menus are planned to assure an adequate and properly balanced diet. Students assume responsibility for choosing wisely from the cafeteria menus and for otherwise maintaining healthy eating habits.

For a reasonable length of time illnesses are cared for in the Hospital without cost to the student except for certain special treatments. When admitted to the Hospital students are semiprivate patients. If they have Blue Cross-Blue Shield or other medical insurance they may have their own

doctor. The School cannot assume financial responsibility for extended care of illnesses that may result from defects or conditions that existed before entrance, for illnesses of a chronic nature or for the treatment of certain pre-existing conditions not necessitating immediate or specialized attention, or for care given in another hospital for which there is a charge.

Whenever or wherever special nursing is requested this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion or for certain special medications.

Due to the cost of medical care, the School of Nursing urges that students be included in family health insurance plans.

Residence

Living accommodations in the residences are provided for all students. Freshmen students have an opportunity to select single or double rooms. Students are assigned to residences according to their year in the school program and assume the responsibility for moving from one residence to another at the end of each year, or during periods of affiliation with other agencies.

Students may live out provided the demands for commuting are consistent with good health. Request to live out is made by filling out forms provided for this purpose.

Students living out must be available by telephone. No room is provided in the residence for students who commute except a common dressing room shared with others.

Marriage

Enrolled students wishing to be married will discuss their plans with the Director or Assistant Director of the School of Nursing. Married students remain in the program if the requirements of the School can be fulfilled.

In the Residences

Between classes

"At home"

Weekend brunch

Recreation

TYPICAL PROGRAM PLAN.

FIRST YEAR

Orientation and Human Relations Seminar . . . . . .
*Anatomy and Physiology . . . . . .
Chemistry and Pharmacology I . . . . . .
Microbiology . . . . . .
Nursing I . . . . . .
Social Backgrounds for Nursing . . . . . .
Personality Development . . . . . .
Nutrition . . . . . .
**Nursing II . . . . . .

SECOND YEAR

Obstetric Nursing . . . . . .
****Nursing Care of the Child . . . . . .
First Aid . . . . . .
Psychiatric Nursing . . . . . .
History of Nursing . . . . . .
****Nursing Care of the Ambulatory Patient . . . . . .
Intersession . . . . . .

THIRD YEAR

Senior Classes and Practicum
Units of Teaching:

Group Development and Human Relations Seminar . .
Nursing III . . . . . .
Professional Adjustments . . . . . .
Operating Room Nursing . . . . . .

* includes 5 hours which are taught in second year
** all clinical Nursing courses include integrated Nutrition and Pharmacology
*** includes 4 weeks of clinical nutrition experience
**** includes Communicable Disease Control

HOURS OF THEORY AND PLANNED FIELD TRIPS, AND OBSERVATIONS	CONFERENCE HOURS	CLINICAL LABORATORY EXPERIENCE
. . . . 25		
. . . . 96		
. . . . 91		
. . . . 47		
. . . . 75	5	25 Hours
. . . . 61		
. . . . 40		
. . . . 28		
. . . . 188	40	***24 Weeks
. . . . 85	25	12 Weeks
. . . . 78	30	12 Weeks
. . . . 12		
. . . . 84	36	12 Weeks
. . . . 12		
. . . . 71	8	6 Weeks
. . . . 15	35	80 Hours
		41 Weeks
. . . .	16	
. . . . 92	10	
. . . . 28		
. . . . 63	23	8 Weeks

INSTRUCTIONAL PROGRAM

The curriculum has been developed to provide for continuity, progression, and integration of important concepts, values, attitudes, and skills throughout the three year planned program of studies. While the first two years are considered the basic educational period, the third year or senior program is considered vital to the attainment of the objectives of the School and to the development of skills requisite to a graduate nurse.

The program is planned so that orientation and foundation courses in science and nursing come first. Nursing courses progress from problems of less to greater complexity and from situations involving less responsibility, judgment, critical thinking, and decision making to those involving more.

A wide variety of experiences is planned. Such a program, with its out-of-class assignments and expected preparation and study implies the two fold responsibility of the student, that is to make a personal contribution to her nursing as well as to gain educationally from it.

In her freshman year, the student begins with the study of the sciences: physical, biological, and social. At the end of the first six months she should have acquired a basic core of chemistry, anatomy and physiology, microbiology, and nutrition. In the social sciences there are observations, study, and discussions relating to the community which the hospital serves, and to various social institutions and social and cultural factors affecting health. The study of Nursing I, with its planned experience in patient care areas within the Hospital considers responsibilities for maintaining and promoting health as well as learning to apply science and nursing knowledge to the care of those who are ill.

Experience with patients begins with the ambulatory patient and progresses to the mildly ill in the first six months and to the study and care of adults with acute medical and surgical conditions in the second semester. Study of human growth and development follows the more general course in social backgrounds. Nursing II begins in March when the schedule changes to allow for more experience in the clinical laboratory. Several days a week students are assigned to the units where a nurse instructor continues to be available at all times. Two days in the week are devoted to classes. Both theory and practice are correlated in every assignment and the clinical laboratory is an integral part of each nursing course. Pharmacology, pathology, and diet therapy are included in all clinical nursing courses.

The second year provides experience in four special areas of nursing: obstetrics, pediatrics, psychiatric nursing, and care of the ambulatory patient.

NOTE: The School reserves the right to alter any program or policy outlined in this bulletin.

Obstetric nursing is studied at the Boston Lying-in Hospital. McLean Hospital, a division of the Massachusetts General Hospital, is the teaching hospital for psychiatric nursing. Each course is taught over a twelve week term, with a six weeks vacation included in the term allotted to ambulatory patient care. These special hospitals not only offer exceptional learning opportunities, but also give further impetus to the student's growth in ability to adjust to new situations and to people with different needs. At the end of the second year there is an intersession for orientation to the senior program.

By the end of the second year, most formal course requirements have been met. At this time the student receives the senior cap. The third year program includes comprehensive experiences in medical and surgical nursing, introduction to operating room nursing, and experience in intensive care units. Opportunities are provided in advanced nursing for application of principles of emergency nursing and leadership experiences.

This third year program with its increasing responsibilities in the area of patient care, as well in self directed learning, is planned to facilitate the transition from student to graduate nurse. In practical recognition of her increased contributions to patient care and to the Hospital, the senior receives a stipend of $30.00 monthly during her third year.

The Health Team and the Nursing Team plan for the patient's care

COURSE DESCRIPTIONS

First Year

Nurs. 101: Orientation. This course, Professional Adjustments I, is conducted insofar as possible as a discussion group in order to assist the student in early adjustments to her new environment and to professional nursing. The content deals with some of the initial adjustments to the School and the Hospital and to some of the responsibilities of professional nursing with which the student will become involved. — Miss Sleeper

Soc. Sc. 161, 163: Human Relations Seminar. A Seminar which is held during the first and third quarters of the first year. The expressed aims of the course are to learn to understand others by better understanding of self and to learn how to handle problems of personal adjustment which occur on entrance into a nursing school and in relation to early experiences in nursing. — Dr. Buckley and Dr. Misch

Bio. Sc. 111, 112, 113: Anatomy and Physiology. A study of the organization and function of the human body, basic for understanding nursing and nursing activities. Individual laboratory experience includes animal dissection, microscopic examination and preparation and techniques of physiological tests. — Miss Gibbons and Miss Friss

Bio. Sc. 121, 122, 123: Microbiology. An introduction to microorganisms fundamental to prevention and control of communicable diseases and surgical infections. Lectures and demonstrations deal with classification, physiology, and methods of controlling growth. Experiments conducted by the student deal with identification of an unknown organism and emphasize principles relating to nursing. — Miss Gibbons and Miss Kiernan

Phys. Sc. 141, 142: Chemistry. Basic chemical principles and specific information prerequisite to biochemistry are considered in introductory units on inorganic and organic chemistry. Topics in biochemistry include: chemistry and metabolism of carbohydrates, fats and proteins; homeostatic mechanisms of fluid, electrolyte and acid-base balance; and diagnostic tests. Lectures and laboratory. — Mrs. Pitt and Mrs. Nozawa

Phys. Sc. 152: Pharmacology. A brief introduction to pharmacological arithmetic: metric system and equivalent units of measurement; pharmacological terminology and approved abbreviations; extensive practice in solving problems in the administration of medicines and preparation of solutions. — Mrs. Pitt and Mrs. Nozawa

Soc. Sc. 171, 172: Social Backgrounds for Nursing. By excursions, films, records, extensive reading, and class discussion, this course helps the stu-

dent become personally acquainted with Boston, so that she may gain some self-confidence in this metropolitan community from which so many of her patients come. Through these experiences students also gain insight into significant changes in the American family which drastically affect its members, and into cultural, economic, political, and social factors generally related to health and welfare.

— Miss Sherwin, Mrs. Weaver and Nursing Instructors

Bio. Sc. 131, 132: Nutrition and Diet Therapy. Principles of normal nutrition and relationship of nutrition to total health are stressed. Evaluation of eating habits of people of varying cultural backgrounds as well as those of patients and the student herself. Pertinent material is integrated with nursing of adults with medical-surgical conditions, nursing of children, nursing of mothers and infants and with nursing of the emotionally disturbed patient. Clinical application is included in all areas.

— Mrs. Ellis and Mrs. Goodman

Nurs. 181, 182: Nursing I. A course designed to help the student build a foundation of knowledge, skills, and attitudes essential for giving basic supportive nursing care. Utilizing principles from the biological, physical, and social sciences, the student learns to identify the varying needs of the individual in health and in illness; to formulate a plan for care and health teaching, and to evaluate the effectiveness of her approach.

— Miss Green and Special Lecturers

Soc. Sc. 173, 174: Personality Development. A study of normal development from infancy through the life cycle, including physical, emotional and social aspects with emphasis on the early years. Mechanisms of adjustment are discussed as frequently encountered in situations involving patient, family members, nurse, and other members of the groups involved in the care of the patient. — Miss Sherwin

Nurs. 183, 184: Nursing II. This course emphasizes a patient-centered, problem-solving approach to the study of selected disease conditions appropriate to a beginning Medical-Surgical Nursing experience. The course is divided into five main units:

I. Nursing Care of the patient in pain.

II. Nursing Care of the patient with an inadequate supply of oxygen.

III. Nursing Care of the patient with a problem related to maintenance of normal nutritional status or adequate eliminative needs.

IV. Nursing Care of the patient with a problem relating to physiological stress.

V. Nursing Care of the patient with altered body appearance or function. — Miss Cote, Miss Brady and assistants

COURSE DESCRIPTIONS

Second Year

Nurs. 210 R: Obstetric Nursing. A course designed to aid the student in developing a philosophy, an appreciation, and an understanding of the care of the mother and the new born. Consideration of socio-economic, psychological, nutritional, medical-surgical, and health teaching factors pertinent to the well-being of the mother, infant and family group. Deals with normal processes first, as a basis for understanding and recognition of abnormal conditions. Experience includes techniques of care during antepartal, intrapartal, postpartal, and neonatal periods.

— Instructors at Boston Lying-in Hospital

Nurs. 220 R: Nursing Care of the Child. This course is designed to correlate theory with practice so that the student learns to understand the nurses' role in relation to the development of the child and his needs in health and sickness. Integrates principles of communicable disease prevention. First aid taught concurrently. — Miss Hallfors and assistants

Nurs. 280 R: First Aid. This twelve-hour course, taught concurrently with Nursing Care of the Child, is designed to help the student learn to function as an efficient first-aider: one who is able to promote good safety attitudes and practices as well as to give care to the victim of an accident or sudden illness when a physician is not available. Upon satisfactory completion of the course, a standard First Aid Certificate is received from the American Red Cross. — Miss Hibbard and assistants

Nurs. 230 R: Psychiatric Nursing. A course designed to further self-understanding and the understanding of people's emotional needs in illness and health, to encourage increasing awareness of how to use one's self and other resources effectively in relationship to emotional needs of others. Emphasis upon principles of mental health as well as the principles and techniques of psychiatric nursing. — Instructors at McLean Hospital

Soc. Sc. 200 R: History of Nursing. Consideration and analysis of some of the trends and attitudes which at various times have affected the care of the sick and the role of those caring for people in need. The course stresses the present concern of various groups with matters of world health. About half the course is devoted to American nursing since 1873, and the development of nursing organizations, their changing purposes, and their achievements. — Miss Sherwin

Nurs. 240 R: Nursing Care of the Ambulatory Patient. Theory correlated with guided experience in the clinics, field trips, and observations in the community. Focuses upon identifying the needs of the ambulatory patient and learning to meet the nursing and overall health needs of the person

who comes to The Clinics. The role of the nurse as a health teacher in relation to patient and family as well as the larger community is emphasized. Course integrates principles of Public Health and Health Education and principles of Communicable Disease control. Content related to Eye, Ear, Nose and Throat conditions is included. — Miss Grady and assistants

Nurs. 290 I: Junior Intersession. A four-week experience designed to introduce the junior nursing student to the philosophy and objectives of the third-year program and to her role as a senior nursing student.

— Miss Hardeman, Miss Keeley, Miss Craig, Mrs. Calogiro and Special Lecturers

COURSE DESCRIPTIONS

Third Year

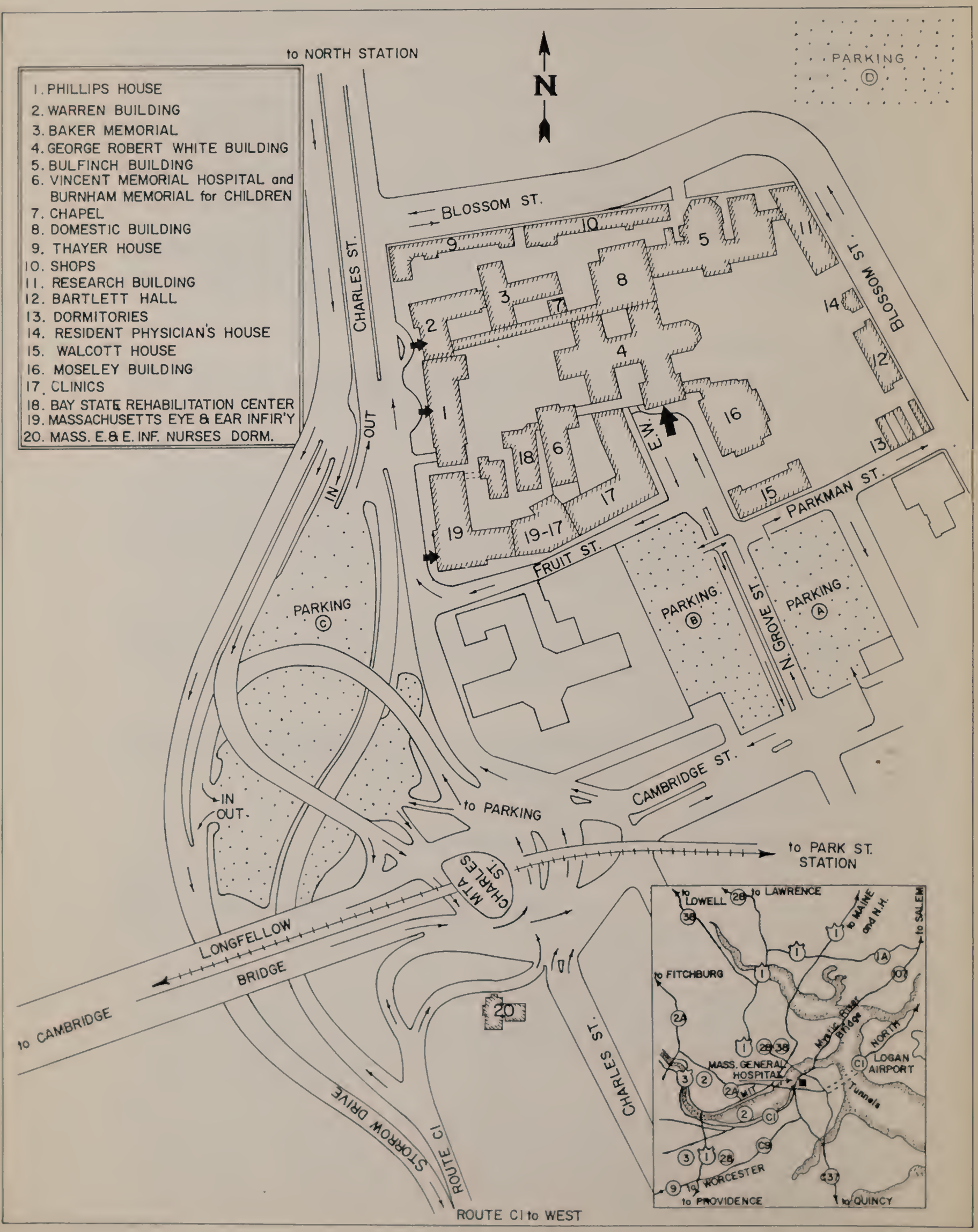
Senior Program. A one-year period during which emphasis is placed on increasing breadth and depth of knowledge and development of skills in contrast to the first two years when emphasis was on the acquisition of new knowledge, new techniques and attitudes.

The clinical experience includes planned and guided day, evening, and night experiences with changing responsibilities as a member of the nursing team and with increased responsibility for the student's own learning.

Units of instruction:

Soc. Sc. 360R	Group Development and Human Relations Seminars
Nurs. 390R	Operating Room Nursing
Nurs. 380R	Nursing III
Nurs. 300R	Professional Adjustments

— Miss Hardeman, Miss Keeley, Miss Craig, Mrs. Calogiro, Miss Sleeper and assistants


1. PHILLIPS HOUSE
2. WARREN BUILDING
3. BAKER MEMORIAL
4. GEORGE ROBERT WHITE BUILDING
5. BULFINCH BUILDING
6. VINCENT MEMORIAL HOSPITAL and BURNHAM MEMORIAL for CHILDREN
7. CHAPEL
8. DOMESTIC BUILDING
9. THAYER HOUSE
10. SHOPS
11. RESEARCH BUILDING
12. BARTLETT HALL
13. DORMITORIES
14. RESIDENT PHYSICIAN'S HOUSE
15. WALCOTT HOUSE
16. MOSELEY BUILDING
17. CLINICS
18. BAY STATE REHABILITATION CENTER
19. MASSACHUSETTS EYE & EAR INFIR'Y
20. MASS. E.& E. INF. NURSES DORM.
to NORTH STATION
N
PARKING (D)
BLOSSOM ST.
CHARLES ST.
IN
OUT
E.W.
PARKMAN ST.
FRUIT ST.
BLOSSOM ST.
PARKING (C)
PARKING (B)
N. GROVE ST.
PARKING (A)
CAMBRIDGE ST.
IN
OUT
to PARKING
to PARK ST. STATION
MTA CHARLES ST.
LONGFELLOW BRIDGE
to CAMBRIDGE
CHARLES ST.
STORROW DRIVE
ROUTE CI
ROUTE CI to WEST
to LOWELL
to LAWRENCE
to MAINE and N.H.
to SALEM
to FITCHBURG
Mystic River Bridge
NORTH
LOGAN AIRPORT
MASS. GENERAL HOSPITAL
MIT
Tunnels
to WORCESTER
to PROVIDENCE
to QUINCY